HELP!
My Kid Needs a Para!

Using Data to Determine the Need for 1:1 Para Support

About us...

April Cole: I am the Support Professional Manager for Bonneville School District. I am a licensed Social Worker graduating from Idaho State University. I have been in public education for 13 years.

Wendy Landon: I am the Director of Special Services for the Bonneville School District. I have been in public education for 25 years. I hold a BA in Elementary Education K-8 / Special Education K-12, a M.Ed. in Special Education, and an Ed.S. in School Psychology. I obtained my Special Education Administration endorsement from the University of Idaho. I have worked as a teacher, consulting teacher, school psychologist, and special education director.

Lynette Carter: I am the Special Education Director for the Blackfoot School District. I have been in public education for 19 years. I hold a BA in Secondary Education/English and K-12 Special Education. I hold a MA in Education Administration and an Educational Specialist degree in Superintendency. I have worked as a teacher, principal, and special education director.

Learner Outcomes:

*How to discuss the pros and cons of one on one para support with a family and IEP team.

*Utilize a data-driven process to determine a student's level of need for paraprofessional support.

DATA, DATA EVERYWHERE
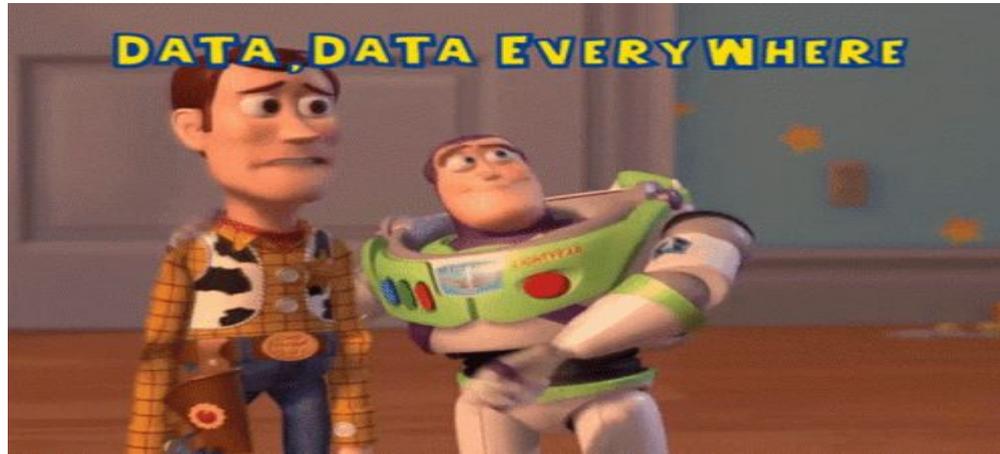
Have you ever had "that" parent/teacher/counselor?

Potential Misuse of Paraprofessionals

1. Conceptually Questionable

2. Unnecessarily Restrictive

3. Associated with Inadvertent Detrimental Effects

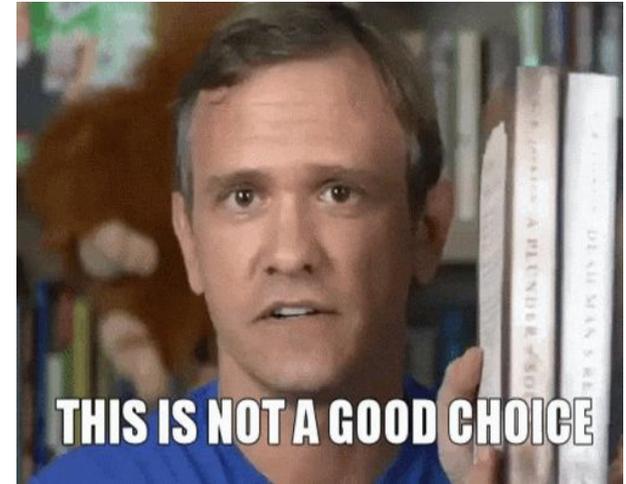4. Insufficient Approaches for Decision-Making
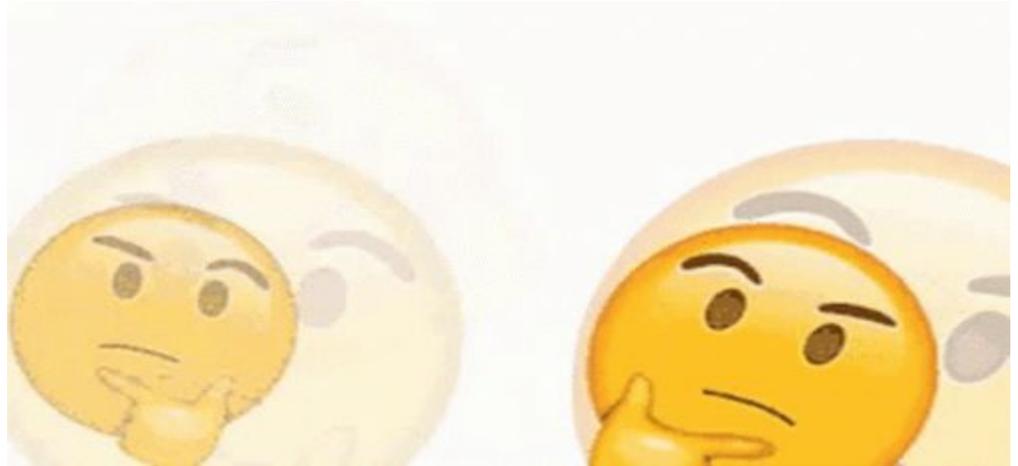
Conceptually Questionable

Why would we ask non-certified staff to support our most complex students?

Potentially misaligned with IDEA and ESSA's requirements to provide access to highly qualified staff.

THIS IS NOT A GOOD CHOICE

Giangreco, M. F. (2009). *Critical issues brief: Concerns about the proliferation of one-to-one paraprofessionals.* Arlington, VA: Council for Exceptional Children, Division on Autism and Developmental Disabilities. Available online at http://www.dddcec.org/positionpapers.htm

Unnecessarily Restrictive

Could actually impede access to FAPE

Inconsistent with goals geared toward independence

Especially true if there is no plan to fade out the support

Giangreco, M. F. (2009). *Critical issues brief: Concerns about the proliferation of one-to-one paraprofessionals.* Arlington, VA: Council for Exceptional Children, Division on Autism and Developmental Disabilities. Available online at http://www.dddcec.org/positionpapers.htm

Inadvertent Detrimental Effects

Isolation within the classroom (example: seated with a convenience

for the para's access)

Insular relationships between student/para

Unnecessary dependence

Interference with peer interactions

Giangreco, M. F. (2009). *Critical issues brief: Concerns about the proliferation of one-to-one paraprofessionals.* Arlington, VA: Council for Exceptional Children, Division on Autism and Developmental Disabilities. Available online at http://www.dddcec.org/positionpapers.htm

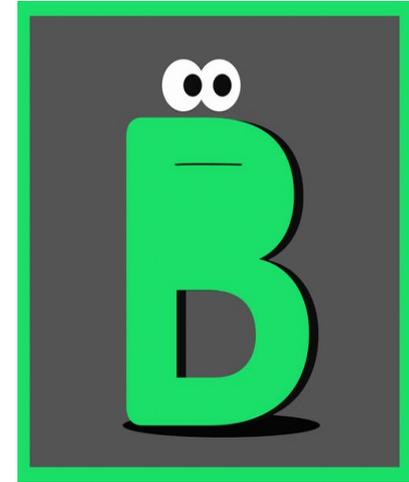# Inadvertent Detrimental Effects (continued)

Stigmatization

Loss of personal control/choices available to some grade/age peers

Provocation of behavior problems

Loss of identity

The B word...

Giangreco, M. F. (2009). *Critical issues brief: Concerns about the proliferation of one-to-one paraprofessionals.* Arlington, VA: Council for Exceptional Children, Division on Autism and Developmental Disabilities. Available online at http://www.dddcec.org/positionpapers.htm

Insufficient Decision-Making Approaches

Do you currently have a data-driven process?

Lack of a process can lead to inappropriately providing supports.

Could lead to negative outcomes OR inadequate supports

for the student.

Giangreco, M. F. (2009). *Critical issues brief: Concerns about the proliferation of one-to-one paraprofessionals.* Arlington, VA: Council for Exceptional Children, Division on Autism and Developmental Disabilities. Available online at http://www.dddcec.org/positionpapers.htm

Students with Severe Disabilities

Many students may always be dependent on assistance from others, but there is a continuum from less to more extensive support.
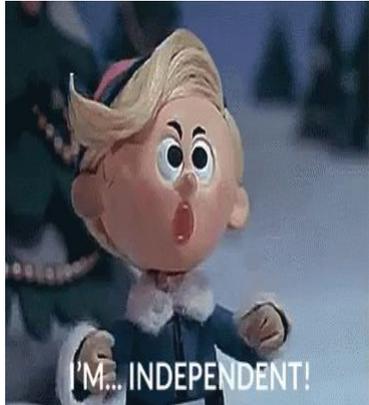
For many, the biggest goals are self-advocacy and some level of independence.

Negative Implications of One-to-One Support

Constant presence and close proximity decrease student autonomy.

Can lead to a lack of psychological empowerment.

Fewer opportunities to practice self-advocacy.

Diminish social role valorization.

Let's Get Nerdy…

"A meta-analysis review of paraprofessional implemented interventions for students with autism spectrum disorder" (2020)

Interventions delivered by paraprofessionals are more effective in inclusive settings within the context of whole group arrangements.

Interventions delivered by paraprofessionals are least effective within self-contained and one-to-one instructional arrangements.

Walker VL, Coogle CG, Lyon KJ, Turf M. A meta-analytic review of paraprofessional-implemented interventions for students with autism spectrum disorder. Psychol Schs. 2021;58:686–701. https://doi.org/10.1002/pits.22380

Why should you know all this?

Support parents so they understand that there really can be "Too much of a good thing"

Help the IEP team weigh the positives and negatives and consider how para support may impact goal attainment (especially in the areas of independence and self-advocacy)

Explain to the team why alternatives are considered before heading down this path

Why should you know all this?

Overly relying on paras delays attention to important changes!
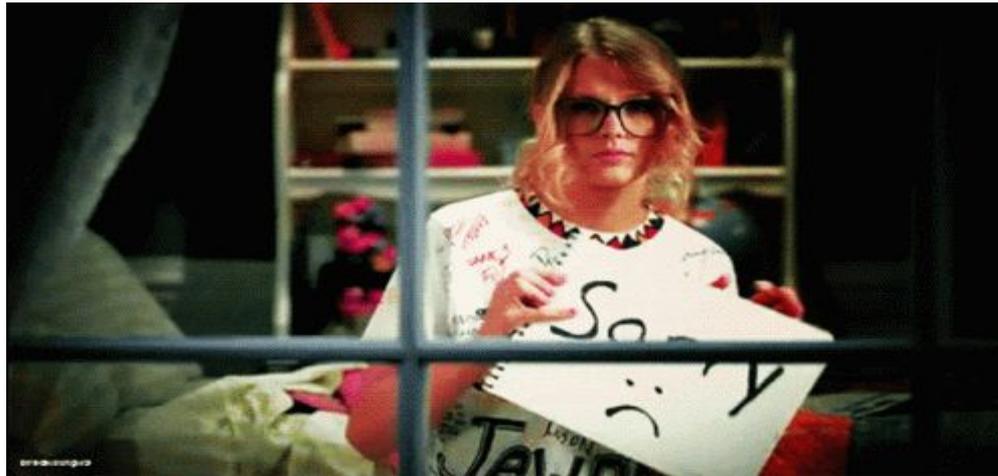
- Parent concerns

- Teacher concerns

- Admin solutions

Why should you know all this?

What qualifies a student for a 1:1 para is not defined in the IDEA

How do you figure out if a student really needs what the parent/teacher/counselor is asking for? Do you have a plan?

Where are we headed?

Step 1: Understand the request

Step 2: Complete the Intensive Needs Checklist

Set 3a: Student Needs Rubric

Step 3b:Checklist of Existing Environmental Supports

Step 4: Student Abilities Observation Matrix

Step 1:

*Listen to the parent/teacher and take note of their "why" they think their child needs more paraprofessional support

*Look at the child's IEP present level and goals over time

*Does what the parent think a paraprofessional will do match up with what a paraprofessional actually does?

https://drive.google.com/file/d/188he3z3VqKCiBtJm-WYgVBnDi_eM6w9_/view?usp=drive_link

What not to say….

- "We don't provide 1:1 support for any child."
    - "We don't have the money for that."
        - We don't have the staff for that."
            - "We only provide a 1:1 to kids that elope." (or any specific behavior)

What does SESTA say?

CONSIDERATIONS FOR 1:1 SUPPORT IN SCHOOL

PURPOSE

1:1 support refers to the staff-to-student ratio. A student receiving 1:1 support has an adult assigned to support them for some or all of the school day. This document is intended to support Individualized Education Program (IEP) and 504 teams as they consider 1:1 support for a student. There are many important considerations related to the decision to provide and plan for 1:1 support. This level of support could help or hinder student progress. If the IEP or 504 team has decided 1:1 support is appropriate, the Local Education Agency (LEA) must provide the support.

https://idahotc.com/Portals/0/Resources/1111/1%20to%201%20support%20quick%20guide.pdf

Step 2:

Intensive Needs Checklist

ttps://docs.google.com/document/d/1-S4_8M2lpVg_HW3L4GqTUzYJe0NRUSAXIPei6rHcv6o/edit#heading=h.mxvvgyx67jzy

Intensive Needs Checklist

What is it?
Develops an overview of what needs the student is currently presenting in relation to the learning environment.
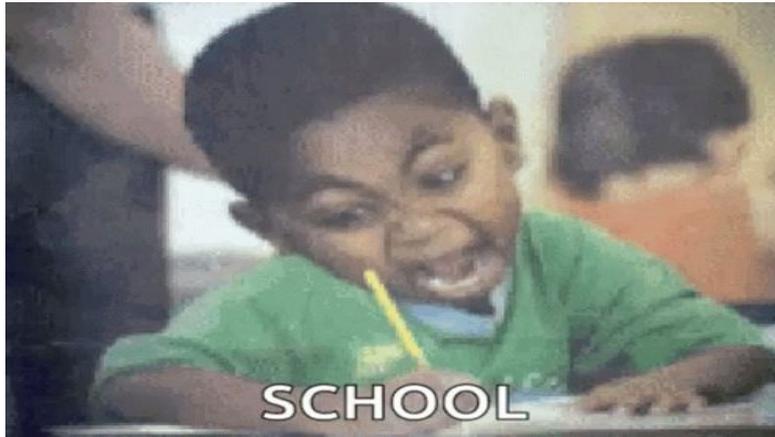
Why do we need it?

Always look for educational benefit.

Decision making should be data driven.

Focuses the conversation!

Intensive Needs Checklist

This checklist is intended to help focus discussion and identify the most critical issues facing the student in their educational environment(s).

1.	Is there a safety concern for self or others? (If applicable, please describe in the comment section.)	Yes	No
2.	Does the student require continual teacher prompts:		
	- During instruction and/or	Yes	No
	- After instruction (e.g., during independent work)?	Yes	No
3.	Does the student require assistance with basic functional skills?		
	- Toileting	Yes	No
	- Mobility	Yes	No
	- Feeding	Yes	No
	- Dressing	Yes	No
	- Following basic safety rules	Yes	No
4.	Is the student's academic performance consistent with his/her aptitude?	Yes	No
5.	Is the student's behavior consistent with his/her aptitude?	Yes	No
6.	Do his/her peers include the student in classroom activities?	Yes	No
7.	Is the student currently receiving specialized small or individualized group instruction in specific academic areas? (If applicable, please describe in the comment section.)	Yes	No
8.	Has an administrator observed the student?	Yes	No
9.	Please note what interventions or programs changes you have tried and describe their rate of success (e.g., cooperative learning, behavior management plan, re-grouping within the classroom, pairing with other students). Attach any available data from the interventions or programs. If these interventions are not an option, please explain why.		
10.	Comments or additional concerns:		

Stop and Review your Data!

Step 3(A):

Intensive Needs
Checklist

**Student Needs
Rubric**

Student Needs Rubric

What is it?

Systemic analysis of the student's needs, strengths, and areas for support throughout the child's school day.

Why do we need it?

Creates a baseline if one does not exist.

Refines the settings where additional support may be needed.

Student Needs Rubric

https://drive.google.com/file/d/13XsfEZiUqBvQa1L3t-ys8bKi_hZADCDo/view?usp=drive_link

Student Needs Rubric

Student Name: _____ Qualifying IDEA
Disability:_____ Grade: ___ Date:_____

	Health/Personal Care	Social and Emotional Behavior	Instruction	
1	General good health, No time required for healthcare at school, independently maintains age-appropriate personal care needs	Follows adult directions without frequent prompts or close supervision. Handles change and redirection, Usually gets along with peers and adults. Seeks out friends.	Participates fully in whole class instruction. Stays on task during typical activities. Follows direction with few to no additional prompts.	Participates in a within a general requires few mo classroom indep socializes well w
2	Mild or occasional health concerns, Allergies or other chronic health conditions, No specialized health care procedures Needs reminders to complete age appropriate personal care activities.	Follows adult direction but occasionally requires additional encouragement and prompts. Occasional difficulty with peers or adults. Does not always seek out friends but plays/interacts if invited	Participates in groups at instructional level but may require additional prompts, cues, or reinforcement. Requires reminders to stay on task, follow directions and to remain engaged in learning.	Participates with accommodatio reminders of roc some additional be responsible. to interact with o
3	Chronic health issues (ADHD, diabetes, severe allergies), General specialized healthcare procedures, Takes medication at school, Daily health maintenance needed at school (diet, blood sugar, etc.), Requires reminders/additional prompts or limited hands-on assistance (handwashing,	Has problems following directions and behaving appropriately. Can be managed adequately with a classroom behavior management plan, but unable to experience much success without behavioral support	Cannot always participate in whole class instruction. Requires smaller groups and frequent verbal prompts, cues or reinforcement. On task about 50% of the time with support. Requires additional verbal prompts to follow directions	Participates with verbal prompts. shadowing to ge modifications ar benefit from clas socialization ma

Step 3(B):

Intensive Needs
Checklist

Student Needs
Rubric

**Checklist of
Existing
Environmental
Supports**

Checklist of Existing Environmental Supports

What is it?

A list of what we are doing and when we are doing it

Why do we need it?

Benchmark of the status quo

Identify other tools/supports we could provide

Checklist of Existing Environmental Supports

https://drive.google.com/file/d/1ygLVRK4AZUIJIBVvzrfsZeMftKnuaXd/view?usp=drive_link

Checklist of Existing Environmental Supports

Checklist of Existing Environmental Support

Student: _____ DOB: _____ Date: _____

Eligibility: _____ Program/School: _____

Completed by: _____ Title: _____

A. Classroom Schedule
   Is there a posted classroom schedule? ☐ Yes (*If "Yes, please answer questions below*)
   ☐ No
   1. The following elements are included in the classroom schedule:
      ☐ Times ☐ Students ☐ Activities ☐ Staff Names ☐ Locations
   2. The schedule is:
      ☐ Daily ☐ Weekly ☐ Other: _____

B. Schedule for individual student:
   Is there an individual student schedule? ☐ Yes (*If "Yes, please answer questions below*) ☐ No
   1. Student uses the following format for individualized schedule:
      ☐ Object ☐ Icon ☐ Photo ☐ Pictures ☐ Words
   2. Student ability to follow the schedule:
      ☐ Independent ☐ With indirect verbal or gesture prompts ☐ With physical prompts
      ☐ Inconsistent ☐ With direct verbal prompts
   3. Student use of the schedule:
      ☐ Student carries schedule ☐ Student uses transition cards ☐ Inconsistent
      ☐ Teacher carries and shows schedule ☐ Student goes to schedule board
   4. Room is arranged with structure to correlate with tasks on schedule: (Check all that apply.)
      ☐ Area for one-on-one work ☐ Area for independent work ☐ N/A
      ☐ Area for group work ☐ Area for leisure

C. Curriculum and Instruction:
   1. Are the materials and activities differentiated for the students?:
      - Chronological age (describe): _____
      - Ability level (describe): _____
      - Interest level (describe): _____
   2. Check the curricular domains included in the student's program:
      ☐ Communications ☐ Pre-vocational ☐ Domestic Skills ☐
      ☐ Self-care

☐ Recreation/leisure ☐ Academics ☐ Social Skills ☐ Motor Skills/Mobility
☐ Other: _____
   3. List equipment or devices used/available that may relate to the need for assistance. (May be low incidence equipment or assistive technology device.)
      _____
   4. Describe an activity which is challenging for the student. If appropriate, attach a sample task analysis form used for a challenging activity with the student.
      _____

D. Behavior Support:
Are there problem behavior(s) interfering with learning for self or others?
   ☐ Yes (*If "Yes, please answer questions below*) ☐ No
      - Brief description of problem behavior(s): _____
      - Where do behavior(s) typically occur: _____
      - When do behavior(s) typically occur: _____
   1. Student has a Building Support Plan or Behavior Intervention Plan:
      ☐ Yes (*If "Yes, please answer questions below*) ☐ No
   2. Behavior plan is based on a Functional Behavioral Analysis (FBA):
      ☐ Yes ☐ No ☐ In the process ☐ Need to initiate
   3. How effective is the plan in addressing the student's needs:
      ☐ Very ☐ Moderately ☐ Mildly ☐ Not at all
   4. Describe anticipated level of support to implement plan (e.g., frequency of reinforcement, prompting, redirection):
      _____
   5. What supports exist for implementing the plan? (e.g., self-monitoring, adult support)
      _____
      (If applicable, attach Building Support Plan/Behavior Intervention Plan.)

E. Current Data Systems and Collection of Data:
Is there current data on each IEP objective and/or behavior plan?
   ☐ Yes (*If "Yes, please answer questions below*) ☐ No
   1. Data records include: ☐ Date ☐ Task ☐ Level of Progress ☐ Level of Independence
   2. Data is collected: ☐ Daily ☐ Weekly ☐ Monthly ☐ Other: _____
   3. Data are summarized: ☐ Graphed ☐ Written Narrative ☐ Other: _____

Some examples...

Student A:

Student B:

Student C:

Stop and Review Your Data!

What do we do next?

Option One:

If interventions and/or modifications can be made to the student's current program/environment, stop the process.

Identify support modifications and present to the IEP team.

Option Two:

If no interventions and/or modifications were identified, continue to Step 4.

Student Abilities Observation Matrix

What is it?

An observation and documentation form of what the student really is or is not capable of doing

Why do we need it?

These are the precise details of a student's current capacity

Helps team hone in more specifically on perceived student abilities

Student Abilities Observation Matrix

https://drive.google.com/file/d/13XsfEZiUqBvQa1L3t-ys8bKi_hZADCDo/view?usp=drive_link

Stop and Review Your Data!

What do we do next?

Option One:

If support modifications are needed and additional paraprofessional support is **not** recommended, review the Student's Needs Rubric, Checklist of Existing Environmental Supports, and Student Abilities Observation Matrix.

Identify support modifications and present to the IEP team

Option Two:

IF no interventions and/or modifications were identified, continue to Step 5

Step 5

If additional paraprofessional support **is recommended** consider if the need can be met with existing staff through a staffing change or if additional staffing is required. Complete a Plan for Paraprofessional Assistance to determine the quantity of support that will be anticipated for the student.

Student Support Worksheet for Daily Planning

What is it?

An establishment of the *time* needed to specifically support the student.

Why do we need it?

Informs the team of *exactly* when the student needs supports.

Ensures the fading of support isn't an afterthought.

Student Support Worksheet for Daily Planning (Example 1)

Student Support Worksheet - Daily Planning

Student Name: _____Lynette_____   Qualifying IDEA

Disability:_____ASD_____ Grade: _1__ Date:_____

Directions: Complete a student support worksheet that can be used as a template for planning supports for a student throughout their day. When possible, peers should be included in all facets of the day. Add in additional rows as needed.

Activity/ Amount of time (in minutes)	Opportunities to Learn	Skills to be taught/ IEP goals addressed	Person Responsible?	Level of support needed for student learning:			Objective Data collection (days and sample)	How supp faded
				Natural Support	**Indirect Support (within vision)**	**Direct Support (1:1)**		
Arrival/ Departure __20__ min.	Coming into the school from the bus, hanging up coat/jacket, and choosing breakfast or learning activity	Following 2-step directions.	Ms. Para	Peers who ride the same bus, peers who participate in learning activities.	☐ Visual Prompt ☐ Verbal Prompt	☐ Verbal ☐ Gesture ☐ Model ☐ Partial Physical ☐ Full Physical	# successful times entering school in positive manner # successful times hanging coat/jacket # successful	3 day succe progr prom with r

Student Support Worksheet for Daily Planning (Example 2)

Student Support Worksheet - Daily Planning

Student Name: _____James_____   Qualifying IDEA

Disability:_____ID_____ Grade: _10___ Date:_____

Directions: Complete a student support worksheet that can be used as a template for planning supports for a student throughout their day. When possible, peers should be included in all facets of the day. Add in additional rows as needed.

Activity/ Amount of time (in minutes)	Opportunities to Learn	Skills to be taught/ IEP goals addressed	Person Respo-nsible?	Level of support needed for student learning:			Objective Data collection (day and sample)
				Natural Support	Indirect Support (within vision)	Direct Support (1:1)	
Arrival/ Departure ___20___ min.					☐ Visual Prompt ☐ Verbal Prompt	☐ Verbal ☐ Gesture ☐ Model ☐ Partial Physical ☐ Full Physical	
Transitions ___3___ min.	Transition to work program	Being prepared for work: gathering materials, backpack, name-badge.	Mr. Teacher	Job coach	☐ Visual Prompt ☐ Verbal Prompt	☐ Verbal ☐ Gesture ☐ Model ☐ Partial Physical ☐ Full Physical	

Stop and Review Your Data!

"Ending" the Process

Hold the IEP meeting with the newly identified additional times for support:

Explain how you came to these numbers

Create a schedule for your paraprofessionals with the existing staff you have and your new data

"Ending" the Process

Make sure the para is being used appropriately

    Supplemental, not primary

    Planned by a qualified professional

    Based on explicit and intensive training

    Followed by ongoing supervision to ensure implementation fidelity -

    especially regarding fading of support!

These same tools can be used to identify **overreliance** on paraprofessionals

1:1 Paras

Other Solutions

Before considering a 1:1:

-Assistive Technology

-Teacher Training

-Use of Existing Supports

-Assign to a class, not a student

-PBS

-Peer Supports

1:1 Paras

Other Solutions

Peer Supports

-Shift the para from direct support to facilitator

-Coach peers to provide natural supports

_Fosters conditions for peer relationships to grow and flourish

1:1 Paras

Other Solutions

Reduce reliance on paras by:

Strengthened school/classroom management practices

Stronger Collaboration

Increased family participation

Increased student participation and reciprocal support

Questions?

Wendy Landon
landonw@d93.k12.id.us

April Coles
colea@d93mail.com

Lynette Carter
lynettec@d55.k12.id.us

References...

Giangreco, M. F. (2009). *Critical issues brief: Concerns about the proliferation of one-to-one paraprofessionals.* Arlington, VA: Council for Exceptional Children, Division on Autism and Developmental Disabilities. Available online at http://www.dddcec.org/positionpapers.htm

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